

Comprehensive Assessment Systems

Margaret Heritage

MontCAS Presents

Module 2

September 10, 2009

Formative Assessment Modules

- Module 1: Overview of Formative Assessment
- Module 2: Assessment Systems
- Module 3: Learning Progressions and Learning Goals
- Module 4: Planning Formative Assessment
- Module 5: Differentiating Instruction
- Module 6: Feedback

Module Objectives

- ✓ *Learn about the experiences of Montana teachers in implementing formative assessment*
- ✓ *Gain an understanding of comprehensive assessment systems*
- ✓ *Learn about the relationship between the use of assessment for formative and summative purposes*

Overview

- ✓ *Montana Teachers' Experience*
- ✓ *A System of Assessment*
- ✓ *Assessment Quality*
- ✓ *Making Sense of Assessment Data*
- ✓ *Teachers Using Assessment Data*
- ✓ *What Did We Learn from the Teachers*



"Cheshire ...," Alice began rather timidly, "would you tell me please, which way I ought to go from here?"

"That all depends a good deal on where you want to get to," said the Cat.



"Cheshire ...," Alice began rather timidly, "would you tell me please, which way I ought to go from here?"

"That all depends a good deal on what *the data tell you*," said the Cat.



Poll: Ten Statements about Assessment: True or False?

- ☐ An individual test can be used for several different purpose
- ☐ Summative assessments are used to measure what students have learned after a phase of learning
- ☐ Reliability refers to how consistently an assessment measures what it is intended to measure
- ☐ It is a good idea if assessments are aligned to learning goals, but it is not necessary
- ☐ Formative assessment is more frequent than summative assessment



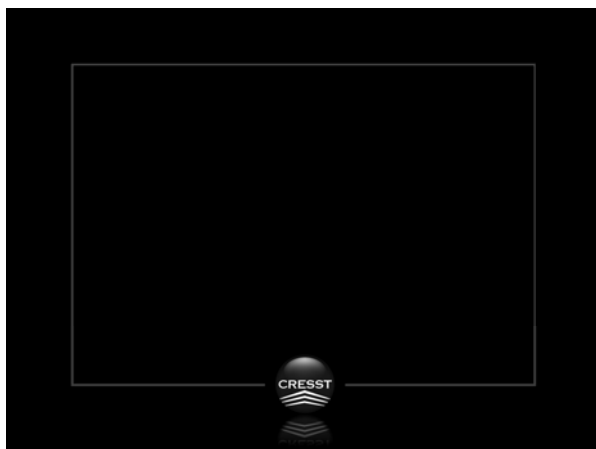
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Poll: Ten Statements about Assessment: True or False?

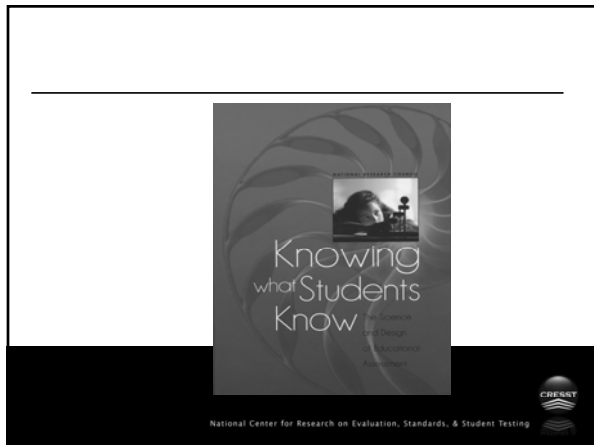
- ☐ Tests that cover a whole year's worth of instructional goals are the most sensitive measures of progress
- ☐ High-stakes tests must be valid, reliable, free from bias, and usable
- ☐ Assessment quality is not an important issue in formative assessment because they are not high-stakes tests
- ☐ Not all students have to be assessed in formative assessment at the same time
- ☐ No action should be taken on the basis of the results of



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- A *coherent* assessment system is built on a well-structured conceptual base – an expected learning progression, which serves as the foundation of all assessments
- A *comprehensive* assessment system “provides a variety of evidence to support educational decision making” (p. 259)
- A *continuous* assessment system provides “indications of student growth over time” (p. 259)

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Assessment as a Process of Reasoning from Evidence

- cognition

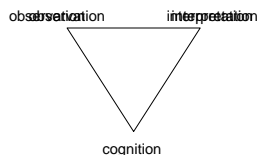
model of how students represent knowledge & develop competence in the domain

- observations

tasks or situations that allow one to observe students' performance

- interpretation

Must be coordinated!!



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Assessment: One Size Does Not Fit All

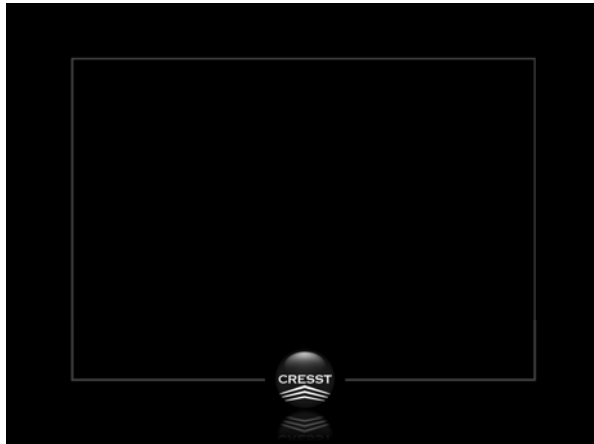


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Assessments within the System




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Appropriate to Purpose


- Do these data come from assessments that are appropriate to purpose?



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Validity

- Validity is the key issue in educational measurement
- Validity is always related to a specific use of the assessment or the interpretation of the data yielded by the assessment
- Is the assessment measuring what it is intended to measure, and can well serve the intended purpose?

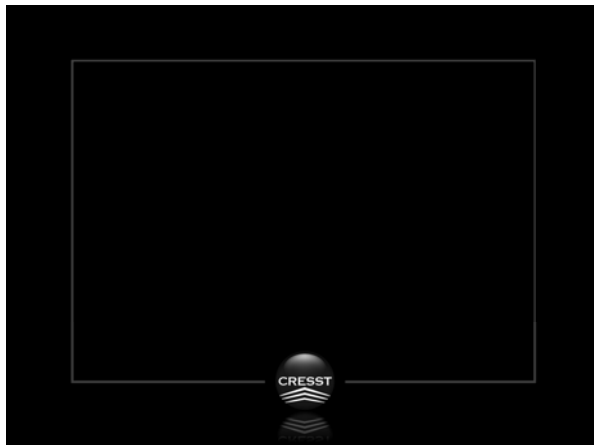


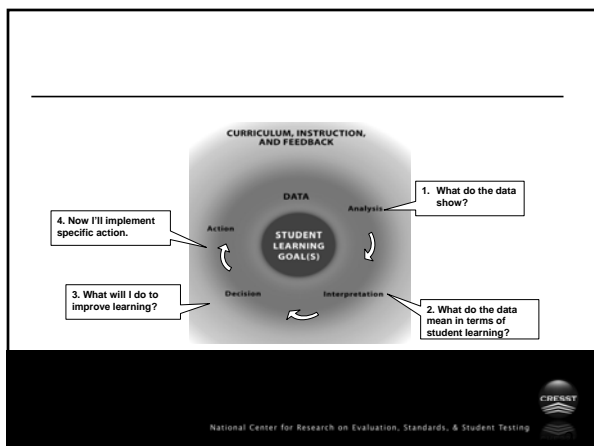
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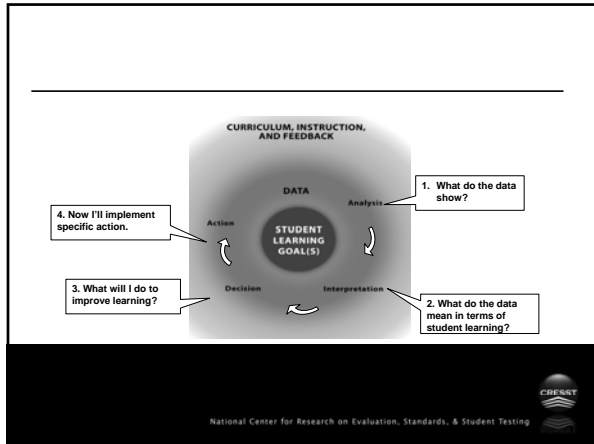
Reliability

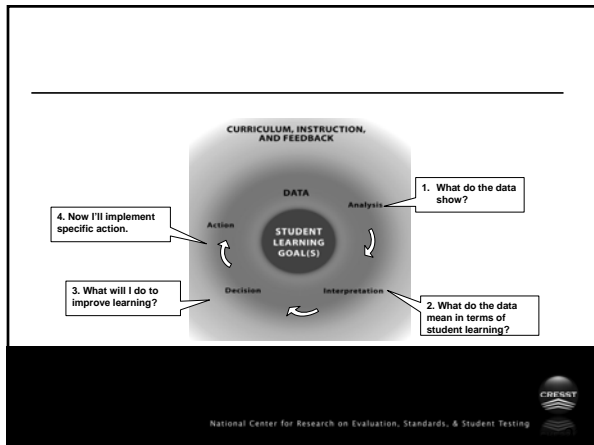
- Reliability refers to how consistently an assessment measures what it is intended to measure
- If a test is reliable, the results should be repeatable
- Reliability is necessary for assessment validity

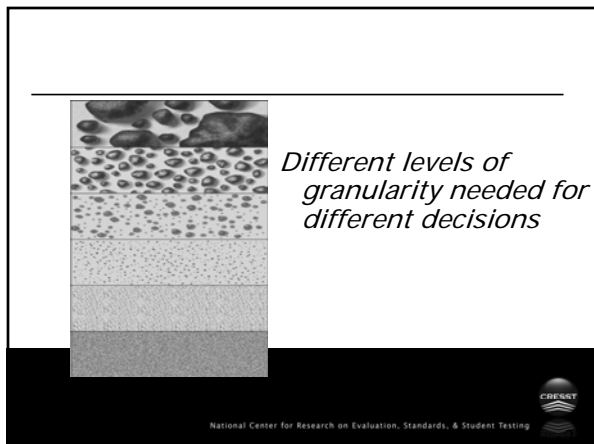


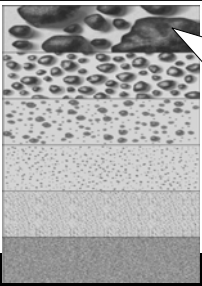








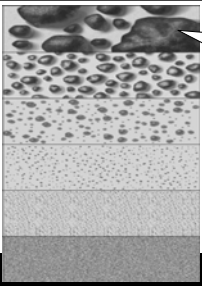




Annual State Assessments

- What have my students learned?
- Have they met the standards?
- What are the strengths and weaknesses in individual's/groups' learning?
- What are the strengths and weaknesses in curriculum, instruction and programs?
- How are subgroups performing currently and over time?
- What are the relative strengths in teaching and learning?

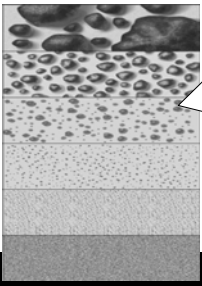
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Annual State Assessments

- Adjustments to curriculum, instruction, programs
- Targeted intervention for students who are weak in specific areas
- Reporting to administrators, parents

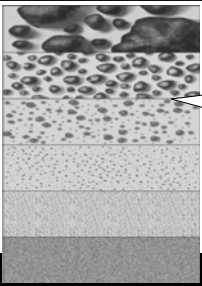
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Quarterly Assessments

- What have my students learned?
- Who has and who hasn't met the benchmark?
- How are students performing on this test on those areas identified as weak on the state tests?
- What are the strengths and weaknesses in individual's/groups' learning?
- Does the evidence meet my expectations based on formative assessment data?
- Who are the students most in need?
- What are strengths and weaknesses in curriculum and instruction?
- Is there evidence our improvement strategies are working?


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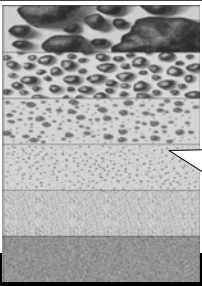


Quarterly Assessments

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- Targeted intervention for students who are weak in specific areas
- Reporting to administrators, parents

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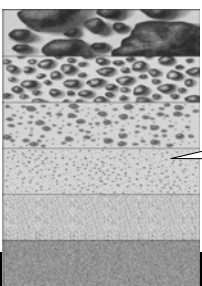


End of Unit Assessments

- What have my students learned?
- Have they met the goals of the unit?
- Does the evidence meet my expectations based on formative assessment data?
- Are there some students who need additional help to meet the goals of the unit?
- What help do they need?
- What improvements do I need to make in my teaching?

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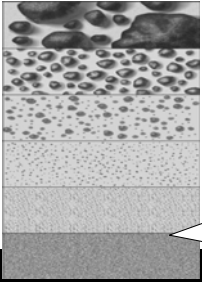


End of Unit Assessments

- Targeted intervention for students who have not met unit goals

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Minute-by-minute, Daily, Weekly, Assessment

Where are my students in relation to learning goals?

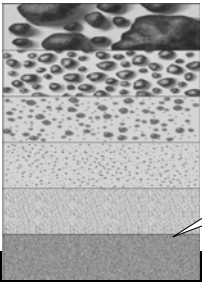
What is the gap between students' current learning and the goal?

What individual misconceptions or difficulties are my students having?

Are there any missing building blocks in their learning?

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Minute-by-Minute/Daily/Weekly

Adjustments to ongoing instruction/learning

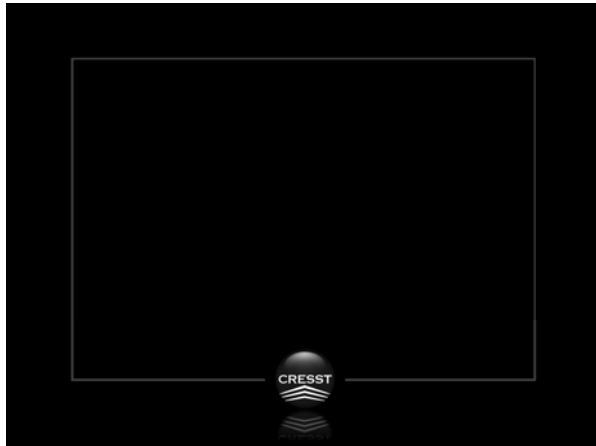
Feedback to students

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Questions, Comments?

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Annual State Assessments



- "How well did this year's third grade students perform on the statewide reading assessment?"
- Half their incoming fourth-grade students scored in the advanced and proficient categories for reading, and half scored in the basic and below basic categories.
- Looked at performance on

Third Grade Teachers

"What are the strengths and weaknesses in curriculum and instruction?"

"How can I improve my teaching?"



Quarterly district
reading inventory:

"Do the same patterns
show up as we see on
the state test
subscales?"

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Same process for their own classes
Share their findings at the following grade-level meeting a week later
In general the individual class findings reflect those of the grade level



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- Shared their findings at the following grade-level meeting a week later
- In general the individual class findings reflected those of the grade level

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Poll: True or False?

- ☐ The teachers have been using formative assessment
- ☐ The teachers have been using summative assessment
- ☐ The teachers have been getting corroborating evidence of achievement
- ☐ Teachers have been making inferences from one measure of achievement

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Elicit prior knowledge

- Visualization – draw pictures and diagrams of their understanding of their ideas in text with explanations
- Summarize – tell the most important ideas in two or three sentences
- Write or tell what they already know from the text and writing or telling some questions that still need to be answered in the subsequent text
- Read a passage and infer two things that were not explicitly stated in the text: Explain the reasons for their inferences



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Corroborate the information about the students' skills
value of data from multiple measures for decision-making
Multiple measures increase the validity and reliability of the teachers' interpretations

Validity and Reliability



- Corroborate the information about the students' skills
- Value of data from multiple measures for decision-making
- Multiple measures increase the validity and reliability of the teachers' interpretations



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Continued Assessment

Same strategies to give them fine-grained data to guide on-going teaching and learning

Continued Assessment



- ✓Same strategies to give them fine-grained data to guide on-going teaching and learning



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School-wide Reading Inventory

What have my students learned?

Who has and who hasn't met the benchmark?

How are students performing on those areas identified as weak on the state tests?

What are the strengths and weaknesses in individual's/groups' learning?

Does the evidence meet my expectations based on formative assessment data?

Who are the students most in need?

What are some of the evidence-based practices in your classroom?

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End of the Year



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What Did We Learn?

Data use matters:

- The teachers worked together, analyzing data with the goal of taking action to improve student learning. They collaborated to plan the curriculum and instructional practices, and they learned from each other about what works.

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What Did We Learn?

One size does not fit all:

- The fourth-grade teachers used a variety of assessments to gauge student learning. Each of the assessments had a different purpose, ranging from assessments to determine proficiency levels (have my students met the standards?), to indicate progress (are my students making progress?) and to guide day-to-day instruction (how do I keep learning moving forward?)

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What Did We Learn?

Data use is ongoing:


- For these teachers data use is not a single event. Rather, it is a coordinated and systematic approach for analyzing different sources of data to improve learning. Particularly important is the use of fine-grained formative data to guide ongoing teaching and learning.

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Questions, Comments?

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Montana Teachers

- Anne Keith
- Karma Nelson
- Kim Komar



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Questions, Comments?

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Poll: Check Your Learning

On a scale of 1-5 rate the degree to which you think you have met today's objectives (1 is not at all – 5 is to a great extent):

- ☐ Gain an understanding of comprehensive assessment systems
- ☐ Learn about the relationship between the use of assessment for formative and summative purposes
- ☐ Learn about the experiences of Montana teachers in implementing formative assessment



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